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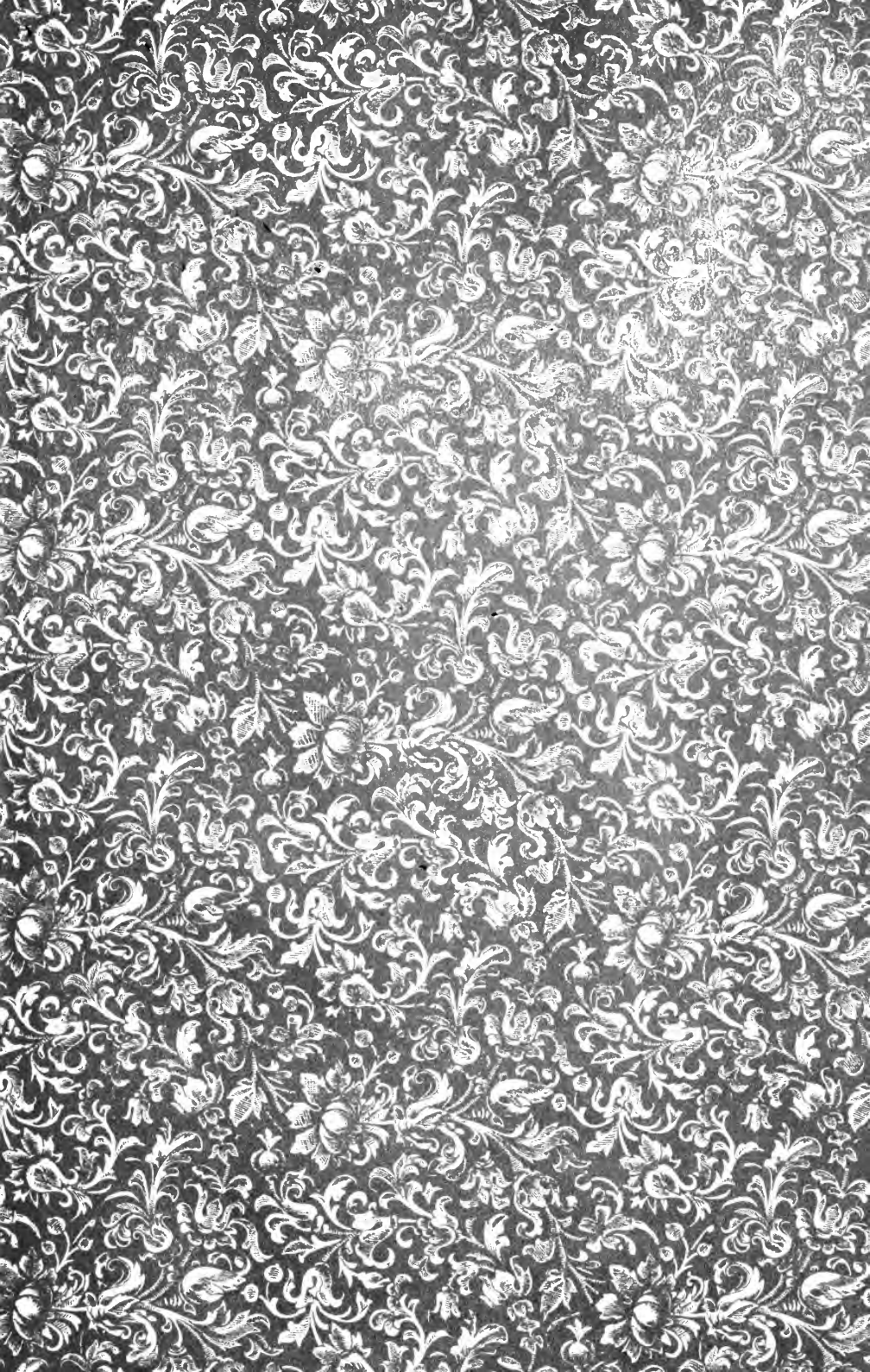
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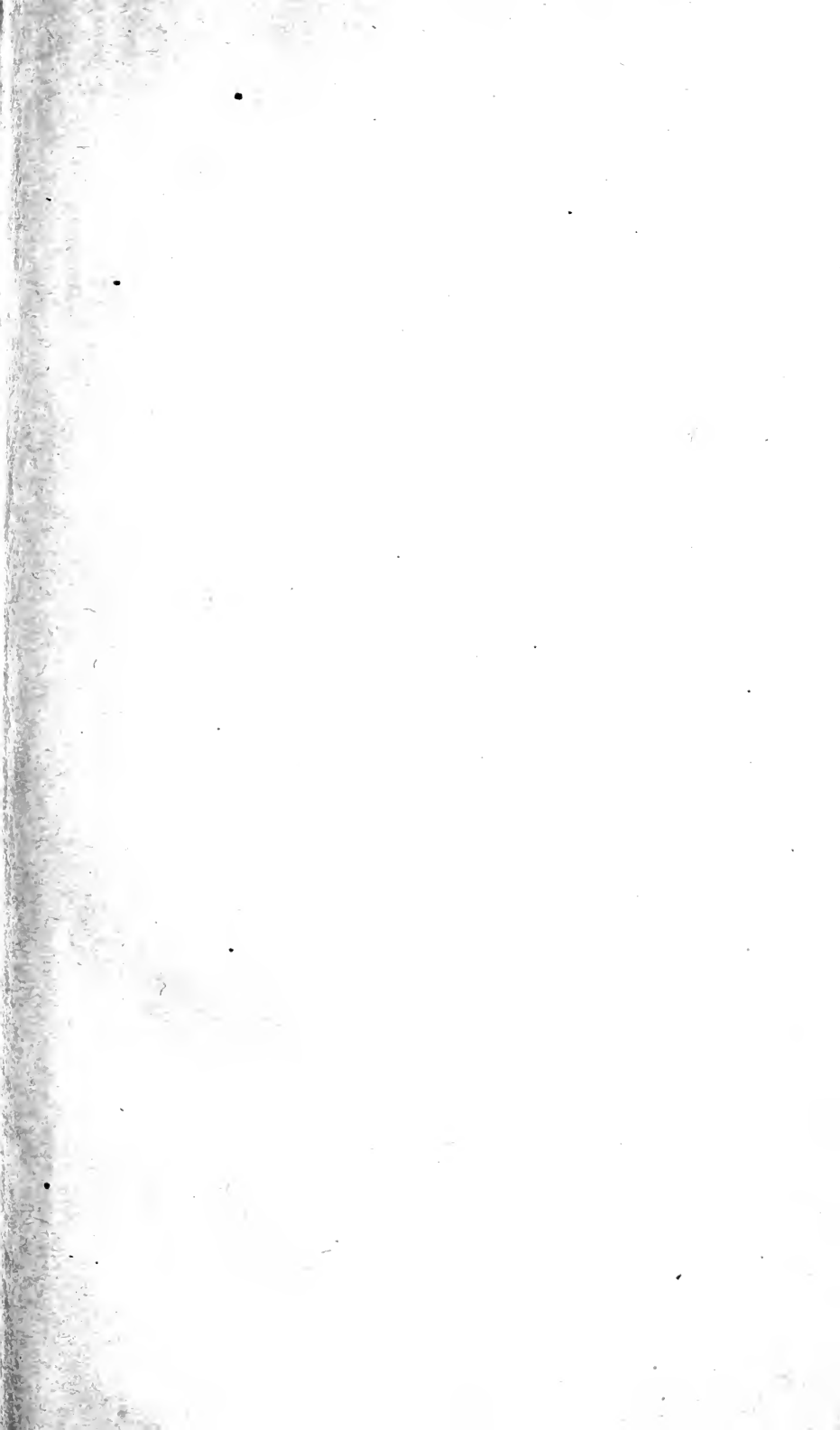
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THE RESULTS OF THE CHICAGO EXPERIMENT IN INTRODUCING LATIN INTO THE SEVENTH AND EIGHTH GRADES¹

No SUBJECT, outside the restricted trio of the R's, can profitably be introduced into a course of study already congested, perhaps, unless the following conditions are completely met. The study must be properly correlated and coördinated with existing studies, and so adjusted that it shall not be simply an agglutination, but a cohesion; the time element, both for preparation and for recitation, must be sacredly observed. Secondly, the subject must be taught by competent instructors, who not only have a knowledge far exceeding that of the instructed, but who also understand, with some degree of perfectness, the relations of the new study to the old. Thirdly, every subject, and more especially a new study, demands, and to succeed thoroughly must have, the most careful and conscientious supervision, and feel the encouraging, inspiring influence of all in authority.

The success which has marked the introduction of Latin into the grammar schools of Chicago, which has attended its all imperfect adjustment to a course overloaded in the extreme, has been such, that were the foregoing conditions fulfilled, this study, I am warranted by all the evidence in saying, would become to a very large number the most attractive, popular, interesting, and profitable study in the entire curriculum. As a matter of historical educational interest, it may not be out of place for me to chronicle briefly the course pursued which led to the present status of Latin in the grammar schools.

On March 28, 1894, just four years ago, Hon. Charles S. Thornton, himself a graduate of the Boston Latin School and of Harvard University, as a member of the Board of Education, introduced a series of preambles and resolutions, the substance of which was as follows:

WHEREAS, It has become desirable, in view of the increasing requirements for admission to the best colleges, to provide a more thorough and systematic course of study in the public schools of this city for those who desire to enter such colleges; therefore, be it

¹ Read at the Classical Conference at Ann Arbor, March 31, 1898, by DR. A. F. NIGHTINGALE, Superintendent of the Chicago High Schools.

Resolved, that a school, to be called "The Chicago College Preparatory School," with a course of study and upon conditions substantially as herein-after set forth, be organized, that a competent corps of instructors be employed, and that the same begin with the commencement of the next school year.

These were accompanied by a tentative six years' course of study; it was designed to admit pupils to this school as soon as they were promoted to the seventh, or last grade but one, of the grammar schools. On motion of Mr. Thornton the matter was referred to a joint committee, consisting of the Committees on School Management and High Schools. On May 9 this committee reported that they had given the matter full and careful consideration, that the superintendent of schools and his assistants unanimously approved the college preparatory course recommended by Mr. Thornton, and that they (the joint committee) recommended the adoption of the resolutions and the course of study thereto attached, and that classes be located at the beginning of the school year in three of the high-school buildings, one in each division of the city. This report was ordered published and consideration thereof laid over.

Before the meeting closed, however, Mr. Thomas Cusack moved that the board take a recess for one week, or until Wednesday evening, May 16, and that this report be considered at that meeting. This motion prevailed. At the meeting held on May 16 the report was discussed and an amendment introduced that the expense for the first year should not exceed five thousand dollars, which was carried. Then the entire report, including location of schools, course of study, expense for first year, was passed by a vote of fifteen to two.

At the opening of the schools in September 1894, three college preparatory classes were inaugurated with an attendance at Hyde Park of about one hundred pupils, and at the other two schools about thirty each. The original hope of the promoters of this scheme was to establish an independent school in an independent building, modeled after the Boston Latin School, and had this plan been adopted the results would have been far different from those obtained. I am not here to discuss whether the interposition of Providence, which changed the plans, was a manifestation of wisdom beyond that possessed by those who warmly advocated the establishment of these schools; I can simply say that the funds for the erection of one or three special buildings for the exclusive accommodation of the college preparatory

pupils, however desirable the plan, and however popular would have been the school, were lacking, and the board had to content itself with the occupation of vacant rooms, wherever they could be found. This, certainly, placed no halo around these schools, and they became attractive purely on their merit.

Two years at least were needed to enable us to judge of the value of the advantages secured by these pupils. There were only about one hundred and fifty in September 1894. Many came from long distances; the motives which prompted their attendance were varied; accommodations were poor; several teachers proved incompetent, a condition that necessitated changes; in consequence of a combination of adverse circumstances at the beginning, less than one-half of the whole number were ready to enter upon the third year in September 1896, which, with the exception of the Latin and some knowledge of algebra, was the beginning of the regular high-school course. As no building had been erected, and no special rooms prepared, these pupils were, of course, admitted to the high schools, and in Latin assigned to the reading of Cæsar. As they were scattered in fourteen schools, from five to eight in a school, except at Hyde Park, no really satisfactory conclusions of their progress could be arrived at. The one class at the Hyde Park High School, however, was quite distinct, and made such excellent progress as thoroughly to warrant the continuance of the experiment. The city of Chicago is so large in territory, covering about two hundred square miles, and stretching nearly thirty miles in length along the lake shore, that it was impracticable for pupils to traverse the long distances necessary to attend one of these schools, and therefore in July 1895, on the petition of over twelve hundred families, the board established some thirty class centers for the accommodation of pupils who wished this course.

Competent teachers were, however, lacking, and the Latin was taught under very adverse circumstances. To remedy the difficulty a special examination of Latin teachers was held, and many college graduates attended and passed, but their general election meant the removal of several experienced grammar-school teachers. This was naturally resisted, and the plan to secure the best teachers for this particular work practically failed. Before the end of the year, namely, in December 1895, the Committee on Retrenchment and Reform, so-called, reported as follows:

Your committee is of opinion that it is unwise to foster the idea of a sepa-

rate system of College Preparatory Schools with a six-year course, and therefore recommends the abolishing of these schools. Great advantages may be derived from the study of Latin below the high-school grades. Your committee therefore recommends that Latin be optional in the seventh and eighth grades, and that full opportunity be provided in the high schools for those who wish to prepare themselves for college.

By this act, the wisdom of which we commended, in view of the financial condition of the city and the general industrial depression throughout the country, Latin became an optional study in the last two years of the grammar schools of Chicago.

In September last 302 pupils entered the high schools, with two years of elementary Latin, from the grammar schools. Of thirteen high schools, ten received a sufficient number to organize a separate class in Cæsar; in all other studies these pupils are pursuing the first-year course. Eighty per cent. of these pupils are making very commendable progress, reading Cæsar with the same rapidity, accuracy, and interest as are those pupils who are a year in advance of them in all other studies.

I have watched these classes with unusual interest. I have made a critical examination of their work, received frequent reports from the teachers, and am satisfied that they are receiving as comprehensive and, in some instances, a more critical knowledge of the Latin than those in the regular Cæsar classes who, in mathematics, English, and science, are a year in advance.

Since the change in the system whereby Latin is made an optional study in the grammar schools, I have had no supervision of the subject in these schools. I have, however, recently made as careful an investigation of the matter as the delicacy of my position permitted, and have classified the results. The circular which I sent out to the schools was as follows:

To the Principal: Will you be kind enough to furnish me with data concerning the study of Latin in your school?

1. Number studying Latin in the seventh grade, by sexes.
2. Number studying Latin in eighth grade, by sexes.
3. Number of recitations per week.
4. Length of recitations (minutes).
5. How many of these pupils are taking German in each grade?
6. Do the Latin pupils take all the English grammar as well?
7. What arrangements in the course do you make to give these pupils time or the preparation of their lessons in Latin?

8. Do you commend reading "Viri Romæ" in February, according to the plan arranged? If not, when do you commence it?

9. To what extent are they interested in the study?

10. Will you also give me a brief sketch of the education and experience of each teacher of Latin, as an indication of her fitness to teach Latin.

Any suggestions or reflections on the subject will be most gratefully received.

Yours, truly,

A. F. NIGHTINGALE, *Superintendent High Schools*

I received reports from fifty-four schools, including nearly all where Latin is now taught.

There are at present studying Latin in these schools 2442 pupils. Of these 1583 are in the seventh grade, and 859 in the eighth grade. By sex they are divided as follows: seventh grade, 706 boys and 877 girls; eighth grade, 361 boys and 498 girls. They have five recitation periods a week of thirty minutes each, although in a few schools forty-five minutes are allowed.

There are five schools containing from 109 to 172 pupils each in Latin, and the average number of each school is about 45. Although it is the decided opinion of the principals and teachers that the pupils should have, at their parents' request, the option of Latin or German, an ancient or a modern language, the facts are that a large number of the pupils are pursuing both, which, on account of the very crowded course of study in other subjects, works to the disadvantage of both languages. Of the 1583 pursuing Latin in the seventh grade, 398, or 25 per cent., are also taking German. Of the 859 Latin pupils in the eighth grade, 259, or 30 per cent., are also studying German.

In forty-one of the fifty-four schools, the pupils take all the English grammar, in addition to the Latin; in eight schools the Latin takes the place of technical English grammar, and in the other five the pupils take the English but one of the two years.

One of the most necessary reforms is such an abridgment of the miscellaneous subjects in the grammar school that ample time shall be given for the Latin without encroaching upon any of the essentials, and without curtailing the pupil's knowledge. I believe this could be easily adjusted were the authorities moved to consider it faithfully in the light of the highest interests of the pupils.

The replies to the next question, concerning the arrangements made for the preparation of the lesson, were very varied, and not satisfactory. Those who pursue Latin in lieu of English grammar take

the English study time. Those who take Latin in place of German study Latin during the German recitation period, and those who take both Latin and German, prepare their lessons outside of school hours.

The classes commence reading "*Viri Romæ*" near the middle of the second year. Some of the teachers prefer to continue the first book, which at present is the "Easy Latin Method," through the two years. I am decidedly of the opinion, however, that the last half of the second year should be used largely in reading connected Latin of an interesting nature.

The schools, with rare exceptions, report that the pupils are exceedingly interested in the study, and in many cases prefer the Latin to any other work they do. In almost every case where the teacher reports a lack of interest, the cause assigned or suggested is the incapacity of the teacher.

It would not be proper for me to give the answers to the tenth question, which asked for a brief sketch of the education and experience of each teacher in Latin as an indication of her fitness to teach the subject. I may say, however, that of the 100 teachers who now have charge of one or more Latin classes, 15 are college graduates; of the other 85 a majority are graduates of the high-school course, with four years of Latin, or of a normal school or seminary, and have been taking private lessons or University Extension courses since they commenced teaching the Latin; a few, however, have had but little Latin in school, and but little experience in teaching, and yet are pursuing the study with much zeal, and accomplishing more than would naturally be expected.

The last sentence in the circular, reading, "Any suggestions or reflections on the subject will be most gratefully received," called forth a large number of letters, some of which, because they are the application of the "X" ray to all this matter, and give us the opinions of those immediately responsible for the success or failure of the experiment, I have made a part of this paper.

I

CHICAGO, March 2, 1898

Superintendent A. F. Nightingale: Latin in the grammar schools of Chicago is so far only an experiment. In the Marquette School this is only the second year of the experiment. No pupils have yet been sent on to the high schools to be tested.

I believe very fully in beginning Latin early, and am watching the experi-

ment in our schools with very great interest. My observations seem to warrant the following conclusions :

1. Latin pupils grasp English grammar and grammatical constructions much more readily than others. Latin is not, therefore, a new subject added to the pupil's programme, already too full, but, properly taught, a great help in all language work.

2. Latin pupils comprehend the meaning and content of English words much better than others, and so make more satisfactory progress in the study of literature, so far as it forms a part of the grammar-school course.

3. The good effects of Latin are seen in the construction of complex English sentences, as they appear in the composition work. The power to construct logical and grammatical English sentences is thus trained early.

GEO. H. ROCKWOOD

Marquette School

2

CHICAGO, February 28, 1898

Mr. A. F. Nightingale : I regard the study of Latin in the eighth grade of great value to the pupils.

It is a new subject and arouses great interest. It is a subject that cannot be acquired by mere listening, hence habits of study are gained. It creates a careful watchfulness on the part of the pupil, to get the pronunciation of the words.

It gives them a larger vocabulary to use in their English, and gives great assistance in the study of the English grammar. In fact, it does the work of the eighth-grade grammar.

The pupils in our classes are more intelligent and more interested in the school work than those who do not study Latin. I think it might be studied by all with great profit. It would be a test as to whether the naturally bright ones took Latin, or whether the Latin study makes the pupils bright.

All the pupils do not get enough Latin in the two years to recommend them for the study of Cæsar, but they are certainly benefited.

MARIA CLARK, Principal

Louis Nettlehorst School

3

CHICAGO, March 5, 1898

Dr. A. F. Nightingale : Latin has been taught in the Franklin Grammar School for the past three years.

I have felt a deep interest in the success of the study, and think the results have been all that we could expect.

Pupils have an excellent foundation for the further study of the subject, which many will continue in the high schools and in colleges ; should they pursue the subject no further than till the end of the eighth grade they have gained a knowledge of words and of language that will be of assistance to them through life — knowledge that could only be gained through the study

of Latin. I see evidences of this every day in the better use and better understanding of words.

Latin requires an application that produces better habits of study, and tends to stimulate mental faculties now somewhat neglected.

W. C. DODGE, Principal

Franklin School

4

CHICAGO

Mr. A. F. Nightingale, Superintendent: In response to your letter asking me to express my opinion about Latin in seventh and eighth grades, permit me to say I am in favor of Latin first, last, and all the time. I do not know as I can write out a reason which will satisfy one who never tried it. Presume I cannot. But I do know after three years' experience with it in this school, that the pupils who have taken Latin are stronger than those who have not. They are better in all their studies. It seems to open up a new field for word study. Words take on a new meaning which they never suspected before.

I do not care whether a child expects to go to high school or not, I would have this time put in on Latin. It is from the Latin that they get the first idea of the structure of language; the first definite idea of grammar. Their ideas must all be *definite*; the study does not admit of anything that is not clear cut and definite. This is the strongest reason why I favor it. Translations of sentences from English into Latin I consider the most valuable language work we have in school. They have to know English to do it. The use and knowledge of English is the object I wish to attain by this study.

This is a hurried statement of such reasons as occur to me just now. I have asked my Latin teachers to write out a statement of reasons why Latin should be studied. I inclose their statements. They will be worth more than mine. I have to base my estimate on general results, they will probably go more into detail.

J. H. LOOMIS, Principal

Wells School

5

CHICAGO, March 8, 1898

Mr. A. F. Nightingale: Mr. Loomis requests me to state my views with regard to the work we are doing in Latin, and my reasons for advocating it as a part of the higher grammar-grade course.

For three years I have taught it in connection with my seventh grade work. I find that for the pupil it has, in itself, an essential element—interest; that it develops the power to concentrate attention, in both its preparation and recitation—that pupils are both benefited and pleased to find their power of interpreting the English language largely increased by having met, in even the year's study, so many of the words and prefixes, which enter into and form a great part of the English vocabulary.

I believe that they acquire a more thorough understanding of the funda-

mental principles of the English grammar by its study; that it awakens the "student" in the average pupil and stimulates the desire for greater knowledge. I believe the two years' study, even if not continued, will be of great value to even the slower pupil, providing we appreciate his needs and do not discourage him by a *too* rapid march.

L. ELLA WILMES, Teacher
Wells School

6

CHICAGO, March 9, 1898

Dr. A. F. Nightingale: Mr. Loomis has asked me to formulate for your perusal, the result of my work in Latin in the seventh and eighth grades—also my opinion in regard to the propriety of its continuance. I am very happy to comply with Mr. Loomis' request, but, since I must be guided solely by my own experience, the weight of my opinion can be but slight.

As you know, the teachers of Latin classes have been left quite, or almost, alone to work out their own salvation. With the exception of the meeting called and conducted by yourself when first the work was undertaken, I have received little advice or instruction from any authority, other than my principal.

I have simply endeavored by constant correlation to make of the Latin what it can and ought to be—a stimulant to other study.

It was my good fortune to enter upon this work with a class almost entirely composed of pupils whom I had just carried through sixth grade. I knew quite well just how much of English they had mastered, and how small a part that was of all they had before them. I had not forgotten how in my student days, English, so far as correct use and construction go, had never reached my mind in other than a chaotic state until I became acquainted with Latin in the high school. I realized, too that many of my pupils would discontinue all-around study after leaving me, and for their sake, if for nothing else, I hailed with delight the introduction of Latin. My hopes and anticipations were not unrewarded.

There may be teachers who can impart a clear idea of English as it should be, without the assistance of Latin. But as a pupil I never knew one. It is true that the author of our English grammar has done a great work along these lines, but I am thankful that I was not left to struggle with his book as my only medium.

There was no day in the two years during which that class studied Latin under my care, that did not find us discovering direct comparisons between the best use of our own language and the construction of the Latin text. When my pupils left me last June, they carried with them records above the average in scholarship and intelligence, and they had covered all the regular grade work, and the Latin besides. I felt then and still feel, that the good work done by them in the other branches was enhanced by that extra study.

But not only in grammar were my pupils strengthened. They learned

perforce the value of the *word*, and the necessity of correlating the meaning of each word in the sentence with that of all the others. That habit, asserting itself in all reading, gave to them a greater power of concentration than they had formerly shown, and, at the same time, their Latin vocabulary was constantly recalled to them by the derivatives they met.

We were able in those two years to cover the work provided in the first year book, and in addition we read the stories of the early Roman kings. I suspect that I am in the minority in defense of the "Weary Romans," as Mr. Loomis calls it, yet I feel that we must arrange our work so that the children may be "reading something." In my humble opinion, those brief stories are far more interesting than the unvarying successes of the great Cæsar.

I am confident that the time is not far distant when there will be no gap between the eighth and ninth grades, and until then, I am willing to suffer some disappointments, if only I may be allowed the privilege of making use of what I deem the strongest ally at my command—the study of Latin in the grammar schools.

MAUD DOWDELL, Teacher

Wells School

7

CHICAGO, March 28, 1898

Dr. A. F. Nightingale: I have watched the progress of pupils studying Latin in this school with much interest, and, while I have long believed in the early study of language, I have never had such convincing proof of its wisdom as my present eighth grade class has given me. The pupils began Latin—about half the class of forty-five pupils—in September 1896. None were compelled to study Latin, none were forbidden who wished to take it. In fact there was perfect freedom given each, and, so far as I could judge, those who did not take Latin had done as good work as had those who took Latin. At the close of the seventh grade work, the Latin pupils made an average of $85\frac{3}{4}$ per cent., and the non-Latin pupils averaged $80\frac{1}{2}$ per cent. The work had been the same except the former had taken Latin extra. The averages of the monthly averages for the seven months of the present school year show the Latin pupils have 86 per cent. and the non-Latin pupils 81 per cent.

I have several times given informal tests to show the comparative power of understanding words, of the two divisions, and I find in every case that the Latin pupils grasp the meanings of words more quickly and can reproduce them more exactly than can the non-Latin division.

The testimony of the teachers is that the Latin assists greatly in giving notions in all their lessons, especially in science work and in such as are rich in Latin derivative words.

The effort of the teacher is to teach Latin, and to teach it as it forms a part of the English language. In doing this, illustrations are given, classifi-

cations made, and broader and fuller meanings are put into the words they have long seen, so that they have more interest in reading, and become much better equipped intellectually than they could be without the Latin.

I am of the opinion that the proper study of Latin is the quickest method of securing a general as well as an exact understanding of English.

Hawthorne School

GEO. W. DAVIS, Principal

8

CHICAGO, March, 7, 1898

Dr. Nightingale : Miss Holbrook has asked me to reply to your letter of inquiry concerning Latin in the grammar grades. I have had charge of Latin in seventh and eighth grades, and anything I can say in favor of the study will but inadequately express my profound faith in it.

The difficulties of English grammar disappear in the clear light of the Latin form. After mastering form, and the reason for form, the Latin sentence presents itself before the mind of the child as a logical and temperate acquaintance upon whose face is frankly expressed the *raison d'être* for every word.

I may quote the words of a gentleman whose paper on horticulture before a congress at the World's Fair, was admired because of its simplicity of structure and nice choice of words : "I remember nothing of English grammar, but I have never needed to lament my loss for I cannot forget its source — Latin grammar."

The children in the eighth grade who are completing the second year of Latin, write better English and make clearer statements than they did formerly. If we could have, as in some English and Scotch schools, Latin form and syntax taught as far down as sixth grade, and English grammar only taught with the Latin, then I think the confusion and distress incidental to English, would disappear and a child might leave school then with very little knowledge of Latin, indeed, but a very workmanlike idea of English construction.

A Scotch schoolboy does not write the slovenly English prevalent here, and I see for that fact the best of reasons in the early study of Latin.

As far as advanced Latin is concerned, for the children of a nation given to exaggeration of thought and speech, what could be better than the study of a language full of sobriety, exactness, and logic.

Forestville School

LOUISE C. ELMSLIE, Teacher

The following is from a boy in the seventh grade of the Brown School, of which Mrs. Farson is principal.

9 OUR LATIN CLASS

The study of Latin, as taught in the Brown School in the seventh grade, is comparatively easy. We have about learned that it is very important to master thoroughly our vocabularies and declensions at the beginning.

In our class, as in all classes, there is a difference of opinion with regard to this study. Some, owing to absence, or lack of sufficient study, find it quite hard and uninteresting.

Already we have found our Latin helpful to us. Often in reading we meet words whose meaning is known to us through having met the words from which they are derived, in our vocabularies. We are getting an interest in ancient history through sentences or stories in our Latin lessons, and are interested in the thought we shall study Roman heroes next year.

Brown School

BY ONE OF THE BOYS. Room 4

10

CHICAGO, March 15, 1898

Dr. A. F. Nightingale: When the proposition to introduce Latin into the last two years of grammar schools, was first proposed here in the city, I was somewhat in doubt as to the wisdom of the step.

I did not think that any considerable number of pupils would wish to take it up. The Board of Education, at a meeting held sometime in August 1895, designated this school as one of the fifteen or twenty schools in the city where an opportunity should be given to such pupils of the seventh and eighth grades to begin the study of Latin, whose parents first indicated a desire in writing, that they should do so. The action of the board was published in the newspapers, and at the opening of school in the following September many pupils asked me what they should do in the matter. I urged no one to begin the study, but told them all that we should be guided entirely by the wishes of their parents. Our seventh grade then numbered sixty. Out of this number the parents of thirty-eight children sent written requests that their children be taught Latin. Ever since then Latin has been taught in the seventh and eighth grades at this school. The percentage of those desiring Latin has remained about the same with a slight increase from year to year.

I believe now that its introduction was a step in advance, and I base my belief upon the following:

The pupils from the beginning became intensely interested in the study, and made surprising progress. Vocabularies that trouble pupils who begin Latin later in the course were mastered in an incredibly short time. The pupils for the first time fully appreciated the syntax of words and phrases, the force of the arrangement of words, and the agreement of modifying words with the words modified.

I find that the Latin pupils are constantly comparing Latin and English constructions, and that they are materially aided thereby in the study of English. We study derivation of English words from the Latin words, as part of the Latin course, and find it a great help in teaching the spelling and definition of words.

We have always made more or less of an attempt in the Chicago schools,

to scan English poetry, to give the pupils at least an insight into the formal construction of a verse, but we have always found it difficult to explain to a class the meaning of a "long" and a "short" syllable. A pupil who has studied Latin, for even a short time, appreciates what is said to him about "accent" in English poetry.

I suppose everyone concedes the disciplinary value of the study. In all the range of studies it would be hard to find an exercise that requires closer attention on the part of the pupil than that required of him in the translation of an English sentence into Latin. The least negligence leads to error.

For these reasons, then, that the pupils become intensely interested in the study of Latin and make rapid progress in it ;

That it aids in so many ways their study of English, and,

That it disciplines the mind of the learner, and inculcates the habit of close attention to the task before him, I think the study of Latin in the two last years of grammar schools is a decided advantage. W. D. SMYSER

Brentano School

11

CHICAGO, March 21, 1898

Dr. A. F. Nightingale: Your letter asking my opinion as to the results of the introduction of Latin into the seventh and eighth grades came to hand some time ago. You will I know excuse the delay in my reply.

The experiment, as conducted in this school, I consider a decided success. For the past four years nearly one-half of the pupils passed into seventh grade have elected Latin. We have not encouraged pupils to take up the study unless they had hitherto proved themselves to be efficient workers. As a consequence the average ability of the pupils electing Latin has been somewhat above that of pupils who do not take it.

The interest in the study shown by the pupils almost without exception has been very marked, greater, I think, than is ordinarily shown in the study of English grammar. This interest has been maintained through the year. Of the pupils who fail to pass the grade there is comparatively a very much smaller ratio of those who take Latin than those who do not take it. To some extent, perhaps, this must be attributed to the superior ability of those who elect the study ; but it seems to prove that Latin does not at least hinder the progress of pupils in other studies.

To a considerable extent the study of Latin is allowed to take the place of the formal study of English grammar. That is, the pupils who take Latin, study the Latin lesson and recite it while the others in the grade study and recite the lesson in English grammar. It is our constant aim, however, to teach a good deal of English grammar in connection with the lessons in Latin, so that Latin pupils are by no means neglecting entirely the technical study of their mother tongue. In fact, the aid that even an elementary knowledge of Latin furnishes the student of English, is made a prominent

feature of our work. The Latin pupil acquires a larger and better English vocabulary than his fellows who do not take Latin; his knowledge of the facts and laws of derivation of English words is greatly superior to theirs; and he forms the habit of exercising a closer discrimination in the use of words than is shown by the non-Latin pupils.

We have found that the pupils' interest in the study is greatly stimulated by the following methods:

1. By placing on the blackboard before each recitation a brief lesson in sight reading, presenting only very familiar words and forms.
2. By a considerable use of colloquial Latin in connection with the lesson, thus giving to the pupil's early use of the language a spirit of life and reality.
3. By occasionally giving colloquies in dramatic form, the speakers being appropriately costumed, and inspired to give effective expression to their rôles.
4. By introducing the game-element in the work, the class often "choosing sides" for contests in the mastery of vocabularies, conjugations, declensions, etc.

We aim, however, never to lose sight of the fact that the work in the grammar school should prepare the pupil to begin the formal reading of Latin when he enters high school. This means that there must be a constant and systematic drill upon the vocabularies of the text-book, and the laws of inflection. For advanced work in the high school, a mastery of the declensions and conjugations must be considered a prime necessity.

I believe that the introduction of Latin in the seventh and eighth grades tends to secure closer connection between the grammar school and the high school. I believe, also, that it will lessen greatly the percentage of pupils who fail in Latin in the high school.

To summarize briefly: The study arouses a genuine interest which is steadily maintained—an interest which exceeds that shown in the study of English grammar; it aids the Latin student in his use of the English; it does not hinder the pupil's progress in the other studies of his grade; it forms, to a considerable extent, an organic connection between the grammar school and the high school; and it lessens the percentage of failures in high school.

For these reasons, thus briefly outlined, I record my opinion that the experiment of introducing Latin as an optional study in the seventh and eighth grades has been a pronounced success.

Ray School

WM. M. LAWRENCE, Principal

I deem it unnecessary to present more arguments of my own, or to summon more witnesses from those who are supervising or teaching

the subject, as an evidence of the wisdom of its introduction into our grammar schools.

In conclusion permit me to say that it needs but a wise and discreet abridgment of the grammar-school course, and its enrichment by the adoption of Latin, or a modern language, algebra and nature study, to close the gap between the grammar school and the high school, to give our pupils a more fluent and discriminating use of their mother tongue, to develop a greater independence of thought, to impart larger views of the range of study, to incite a stronger ambition for a higher education, to insure a better preparation for college, and to provide a more enduring equipment for the lessons and labors of life.





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